



**ALEC REED ACADEMY**  
PROUD TO LEARN

## Pupil Premium Impact Statement 2015

The purpose of the Pupil Premium is to narrow the achievement gap (attainment and progress) between pupils from low income families and their peers by ensuring that this funding reaches the pupils who need it most. Schools have the freedom to spend this funding as they see fit based upon their knowledge of pupil needs.

### IDACI score (DfE sourced from indices of deprivation)

The rank of 1 is the most deprived, and 32,482 the least deprived, on this overall measure.

Alec Reed Academy score is **1286**

As a comparator the nearest local secondary schools:

Northolt High School score is **5018**

Barnhill Community School score is **6362**

### Pupil Premium for 2014-2015 (1<sup>st</sup> September 2014 – 31<sup>st</sup> August 2015)

	No of Pupils eligible for PPG	Amount per pupil	Total amount
Primary Phase	198 38.7% of pupils	£1300	£257,400 + £4,554 (additional Deprivation allocation)
Secondary Phase	368 50% of pupils	£935	£344,547

### Primary Phase

	Year 1 Phonics screening check		KS1 APS overall		KS2 Reading L4c+		KS2 Maths L4c+		KS2 Writing L4c+	
	ARA PP	National PP	ARA PP	National PP	ARA PP	National PP	ARA PP	National PP	ARA PP	National PP
<b>2013</b>	83%	57%	13.5	14.3	80%	78%	72%	77%	48%	74%
<b>2014</b>	88%	63%	15.6	14.6	87%	82%	84%	78%	94%	76%
<b>2015</b>	88%	66%	17.3	14.8	80%	83%	80%	80%	76%	79%

### Secondary Phase

#### Trends in narrowing the in school gap with 'others' nationally

	Progress measure value added		A*-C English		A*-C Maths		Expected progress English		Expected progress maths	
	ARA PP	National	ARA PP	National	ARA PP	National	ARA PP	National	ARA PP	National
2012	1027.5	981.6	49%	47%	48%	50%	54%	54%	54%	51%
2013	1020.9	983.4	33%	50%	49%	53%	46%	56%	51%	54%
2014	996.7	977.5	46%	51%	57%	49%	57%	58%	57%	48%
2015	984.8	976.3	41%	51%	53%	49%	50%	58%	58%	49%

2014 onwards – KS2 to KS4 value added is calculated using a revised model. Direct comparison with 2012 or 2013 is not possible.

Alec Reed Academy has over the last four years added significant value to children in receipt of the Pupil Premium Grant as shown by the trend of adding value over and above the national figures.

## Primary Phase

<b>Progress measures value added in 2015 is as follows:</b>				
KS2 Disadvantaged pupils – Value added overall score is 100.2 (National score is 99.8)		KS2 Other pupils- Value added overall score is 100.4 (National score is 100.1)		
<b>KS2 pupil percentage achieving expected progress in 2015 is as follows:</b>				
Disadvantaged in reading	87%	National disadvantaged in reading	88%	-1 difference
Disadvantaged in writing	91%	National disadvantaged in writing	92%	-1 difference
Disadvantaged in maths	88%	National disadvantaged in maths	86%	+2 difference

## Secondary Phase

<b>Progress measures value added in 2015 is as follows:</b>				
Disadvantaged pupils – Overall VA score is 984.8 (National score is 975.9)		Other pupils score is 993.6 (National score is 1008.8)		
<b>Percentage achieving expected progress in 2015 is as follows:</b>				
Disadvantaged in English	50%	National disadvantaged in English	58%	-8% difference
Disadvantaged in maths	58%	National disadvantaged in maths	49%	+9% difference

## Wider Impact measures in 2015, comparison to pupil Premium figures nationally

Pupil Premium Pupil Attendance	94%	National Pupil Premium Pupil Attendance	92.5%
Pupil Premium Pupil % Persistent Absence	6.5%	National Pupil Premium Pupil % Persistent Absence	10.9%

ARA PPG pupils continue to attend school on a more regular basis than PPG pupils do nationally. ARA PPG pupils persistent absence is significantly below national figures.

## Budget 2014/2015

A breakdown of expenditure is included in the 'Funding allocation and impact of Disadvantaged Premium strategies' document.

Aspect	Total £
Leadership of Pupil premium	15,500
Teaching and Learning Strategies	190,000
Literacy and Numeracy	177,000
Counselling and support	128,000
Raising examination outcomes	90,000
Widening aspiration	75,500
<b>Total</b>	<b>£676,000</b>

## Priorities for 2015-16

We have identified a number of areas on which we will be focusing for this academic year:

1. Develop a more forensic picture of need and potential disadvantage
2. Raise the achievement of disadvantaged boys in English
3. Improve the maths skills of the lower ability disadvantaged in mathematics and English
4. Raise the aspiration of the disadvantaged
5. Improve overall attendance in all key stages and the attendance of specific groups.